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ABSTRACT

This paper describes the integration of a reclassification and conversion program staffed by CETA workers into the technical services work flow of a research library. It includes a brief overview of CETA with a bibliography of suggested readings, a review of the use of CETA in libraries, and two proposal narratives with sample job descriptions. Simplified work plans present the reclassification of a Dewey collection to Library of Congress (LC) and the conversion of LC record cards into machine readable format. Suggestions are offered for other libraries contemplating the use of CETA. (Author/RAA)

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RECLASSIFICATION, CONVERSION, AND CETA

A Report on A Reclass and Conversion Project Utilizing CETA Workers in the Kent State University Libraries

Kent, Ohio

July, 1979

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RECLASSIFICATION, CONVERSION, AND CETA

A Report on a Reclass and Conversion Project Utilizing CETA Workers in the Kent State University Libraries

Anne Marie Allison

ABSTRACT: This report describes some aspects of integrating a reclassification and conversion program (staffed by CETA workers) into the technical services work flow in a research library. It includes a brief overview of CETA itself with a bibliography of suggested readings, a review of the use of CETA in libraries, and two proposal narratives with sample job descriptions. It presents a simplified work plan for converting a Dewey collection (books and catalog records) into the Library of Congress scheme. It presents a simplified work plan for converting existing LC printed card records into machine-readable form. It does not cover the full training program offered the CETA staff and does not cover efforts made to help CETA staff develop other job opportunities. It does offer suggestions for other libraries contemplating use of CETA and reflects a positive attitude toward the CETA program generally.

In recent years, it has become popular to introduce a subject with "the good news and the bad news." CETA (The Comprehensive Employment and Training Act) has been the subject of much news, good and bad. In June of 1979 a search of the New York Times Data Base revealed the presence of more than 512 entries for CETA. A July 1979 article in the New Yorker described a festival mounted by a cluster of museums and other cultural institutions. It glowingly reported an outdoor concert by a CETA orchestra.[1]

CETA has also received considerable adverse publicity. Nevertheless,

CETA appears to be good news for libraries generally and for the Kent State University Libraries in particular. As part of a request for funding made to the Commissioners of Portage County, Ohio (a CETA Prime Sponsor), the KSU Library promised to prepare a final report on a proposed CETA project. It promised to submit this report to the Clearing House on Information Resources of ERIC (Educational Resources Information Center).

This paper is that promised report. It is divided into three parts: an introductory section offering basic information on CETA; a second section providing an overview of CETA in libraries; and a final section describing the Kent CETA project which focused on Reclassification and Conversion activities. This third section is the largest and most detailed part of the report.

CETA: AN OVERVIEW

The Comprehensive Employment and Training Act came into being in 1973. Its intent was to help reduce unemployment by providing jobs. Even more important, its intent was to provide training in specific job skills and work habits for the chronically unemployed. Rather than being administered from Washington's Department of Labor, CETA intended to funnel money through local bodies called Prime Sponsors. The concept was that local control, sensitive to local employment problems and local needs, would provide better service to workers. These workers, called

participants, would be drawn from the unemployed and underemployed and would provide added staff for public-service agencies, local governments, school districts, hospitals, highway programs, and so forth. The idea was that local people would be hired and trained to provide services most needed by their own communities.

The jobs were not to be mere envelope stuffing activities and were not intended to duplicate or replicate work already being done. For example, a county highway department would not be allowed to hire CETA staff to fill jobs vacated by attrition. CETA work was intended to compliment and supplement existing programs.

An article titled, "CETA Funds - A Boon to North Carolina," in HIGH FIDELITY/Musical America, reported that over $40 million in CETA funds have been channeled nationally into the arts. It goes on to say that in North Carolina the funds have had a significant impact, describing a "Third Century Artist Program," and "Travelling Medicine Show," featuring old-time music, ballads, banter and jokes. This was a program that "had music and comedy, but then sold ... the arts." The article also cites other artistic and cultural programs.

As a summary, the author says "the value of using CETA funds to hire artists is in providing them with work experience to improve their artistic skill so that they can compete in the job market when the economy improves."[2]

An article in the Farm Journal counsels, "If the need for work on drainage channels in your county has long outrun the budget, maybe your commissioners should talk with CETA." The author describes a project, in Calhoun County, Michigan. There 21 men, four work crews and their supervisor,

were "previously unemployed workers doing a first class job." In the county described, an area that was once in marshland, one 26 mile long drain had not been cleared for 90 years.[3]

In contrast to this good news a Reader's Digest exposé was titled, "CETA: $11 - Billion Boondoggle." This repeats frequently-heard complaints (many obviously justified) that notwithstanding its good intent, the local control sometimes degenerated into local scandals. The author said an "effort to put the nation's most desperate people to work became a grotesque Lazy Suzan of programs." He mentioned mailbags of applications from the genuinely unemployed piling up while high-payed screeners handed out CETA jobs as political plumbs. Ghost employees and lax administration were described.

While the article in HIGH FIDELITY/Musical America lauded CETA involvement in the arts, the Reader's Digest article took another view, heading a section "Ballerinas on the Dole." It said, "CETA's true impact on hard-core unemployment is further distorted by the fact that it was evolved into a kind of federal job fair."[4]

Over the years, the CETA act is itself has been modified several times. However, its basic concepts continue. They are:

To provide jobs, plus transferable training in specific skills and in desirable employment habits.

To provide these for the unemployed and underemployed.

To serve as a springboard for future non-subsidized employment, in the same agency site as the CETA job or in the private sector.

To be locally controlled and locally administered.

Over the years, CETA appears to have admirably met these goals. It has also, because of improper supervision, or inefficient and even corrupt local administration in certain areas, been guilty of over-staffing, favortism and nepotism in the best style of Tammany Hall. These aberrations did not begin in 1973 and they, unfortunately, may not disappear when CETA is phased out.

The Act is divided into several "Titles," providing for different types of services to different agencies and participants. Some provide assistance to educational institutions offering only training courses. Newer programs assist the private sector to hire CETA participants, and partly subsidize their training and employment. There are many excellent descriptions of the Act in print. Some of these, and the Act itself, are cited in the bibliography that accompanies this report.

CETA AND LIBRARIES:

A newsnote in the Library Journal of January 15, 1979 began with the title, "Getting by with CETA:" It pointed out that hostility had waned toward the CETA act and "Thanks to CETA, libraries in Minneapolis and New York City were finally able to restore hours or open long idle new branches."[5] The article cited one example of a library in Columbus, Ohio hiring an ex-minister with two masters to direct a division for the handicapped. CETA people in the Seattle Public library were credited with developing a gadget to tutor the speech impaired. Other cases mentioned included: Pasadena Public Library in Texas where CETA staff prepared the library for a Dataphase circulation system; Corona, California where CETA persued delinquent borrowers; and Fairfax, Viginia where CETA staff did outreach work with youngsters. The article mentioned a complaint from the Brooklyn Public Library that CETA had caused its personnel budget to increase because of the high turnover rate.[6]

Another report on CETA was written by Bill Karle. This appeared in the August, 1978 issue of Axis. Axis is subtitled, A Publication of Co-operative Library Activities in the Washington Metropolitan Area. It is published by the Librarians Committee of the Metropolitan Washington Area. The report is titled "Use of CETA Employees in the Arlington County Public Library,"

and it describes a CETA involvement going back to 1974. At the time the article was written a total of 16 CETA workers were on board. They included five (four professional and one paraprofessional) under Title I; and 11 (three paraprofessionals, five professionals and three others) under Title VI. Some of the workers were stationed at the Columbia Pike Branch, where a unique subject collection supporting the Arlington schools' Technical Center demanded special cataloging attention. Other tasks handled by CETA people included data entry and security work. Karle reports, "These checkers have helped to cut down on the loss through theft of library materials. Overall, CETA has been a great help...enabling the staff and administration to accomplish several tasks which could not have been done with the regular budgeted staff."[7]

In the April 1978 issue of Axis, an article titled, "Use of CETA in Local Libraries," shared Judith Segel's experience as Director of the Loudoun County Public Library. That institution used eight CETA staff for a Special Project (Title VI) to conduct an inventory and build a "locator file," for the library system.

Segal outlined a training program for CETA that included an introduction to the library and the project, "including practice in filing alphabetically and numerically, library terminology, and inventory procedures." She commented, "Adding eight people to the staff without adequate space to house them has caused some strain for our regular staff and minor discomfort for the CETA staff, but in general, the project and the people have been satisfactory."

That issue of Axis included the following summary titled, "Ceta Employees Presently Working in Local Public Libraries:"

Montgomery County	9 non-professionals
Loudoun County	9 non-professionals; 1 paraprofessional (BA)
Prince George's County	3 non-professionals; 1 paraprofessional (BA)
Fairfax County	8 non-professionals
Arlington County	3 professionals (MLS); 5 non-professionals[8]

Patricia Smith, Coordinator of the Inventory Project in the Colorado State University Libraries at Fort Collins, Colorado reported using two CETA staff. In 1978 she wrote:

> I have two CETA personnel working for me. We are using them to conduct an inventory of the Libraries' collections. They are comparing the shelflist against the books in the stacks and are looking for discrepancies between the records and the books, identifying items that need repair, searching for missing books, and taking down the records for books which appear on the shelves without a shelflist.
>
> We have only been conducting the inventory since February 1978, but thus far, I am delighted with the results and with my two staff. One of the staff has only recently moved to Colorado and has a library degree from a library school that did not receive accreditation from ALA, and the other staff member has very little work experience in any area but displays eagerness to learn everything about libraries that would help her to find a permanent position. Thus, you can see that we have been very fortunate to find excellent individuals. Certainly, part of our success with applicants is careful screening and interviewing.
>
> I see no reason why CETA personnel should not be as useful as employees as staff procured from other sources if libraries look for interest in the field and a sincere desire to work when they hire.[9]

A June 1978 issue of SCRLC Reports contained a notice of CETA involvement in libraries. SRLC is the South Central Research Library Council. It serves fourteen counties in New York and is funded by a contact with the State of New York. Under the title, "STLS CETA Grant," the notice says:

> A great deal has been accomplished by the CETA supported project at STLS (Southern Tier Library System). They send out teams of aides to member libraries for short term projects. There are two teams of carpenters and one team of clerks. They have done everything from putting in a lowered ceiling to helping create a shelflist. The project will end in June but the request for services of the teams is growing. STLS has asked for an extension of the grant until September 30. In addition, Allegany County Manpower has told Southern Tier they will supply a team of carpenters to libraries in Allegany County starting on the first of July.[10]

In a section headed, "Urban Libraries," that was part of a larger article called, "SLJ's 1977 News Roundup," Bertha M. Cheatham reported that in some cities people laid off because of dwindling library budgets were rehired through CETA. She noted some union complaints, and said that libraries with "CETA employees have had varying degrees of success in staffing libraries that were shut down, or restoring regular library service hours." She mentioned the Children's Room of Los Angeles Public Library's Central Library, and the Queens Borough Public Library in New York. On the negative side, she said that Kenneth Duchac, Director of the Brooklyn Public Library offered a caution that staff hired through CETA cannot really replace trained library workers.[11]

A newsnote titled, "The Trouble with CETA," in the January 15, 1978 issue of Library Journal seconded Cheatham's ideas on help provided by CETA. However, it noted that, "in some instances, CETA weakened local funding responsibility." It stated that in San Jose, California the city "reneged on its responsibility" to the library after it had been given CETA money. The article provided additional complaints. One was that real professional-power could not be duplicated by CETA people and another was that qualified librarians are not usually eligible to be hired through CETA.[12]

A search of several of the on-line reference data bases provided a significant number of articles on CETA, but very few on libraries and CETA. In general, libraries seem to be using CETA with a fair amount of success nationally. It might be posited that with more direct action from CETA itself on a national scale, a greater number of libraries might be alerted to, and able to take advantage of, the people-power and expertise available through the Act.

THE KSU RECLASSIFICATION AND CONVERSION PROJECT

After a brief discussion of CETA in general, and after an overview of CETA in libraries, this section of the report will focus on the reclassification and conversion projects at KSU from March 1, 1978 through June 30, 1979. Two proposals were submitted, the first covering the period from February 28, 1978 through September of that same year; and the second covering the period October 1, 1978 through September 30, 1979. The narratives and the job descriptions attached to those proposals are appended to this report.

Problems centering on furniture and space allocation, orientation of new staff to the university, to the library, and to technical services routines were similar to those that would be expected with any sizeable increment in work force. Careful planning plus regular communication was emphasized, as it should be with any large new program that affects many areas of an operation. Reference had to be aware of what was happening so that information work with patrons would be up to date and correct. Circulation and staff maintenance people had to know which areas were being handled, as reclassification would affect shelving distribution. In some instances, shifting was required.

One professional librarian, the Project Director, devoted a portion of her time to monitoring and overseeing the project as part of her administrative assignment. A Library Associate II (Ohio Civil Service pay range 28 - $5.32 per hour).was given a full time assignment as Coordinator, for the duration of the program. She was responsible for bibliographic aspects of the project; and worked closely with the Project Director, department heads in technical services, and the CETA participants themselves. Handling paperwork, forms, time cards and contacting CETA headquarters took up to 20 hours per week from a secretary during the initial weeks of the project, and about

10 hours per week for the rest of the time. Some other agencies in the area solved this problem by hiring, through CETA, one additional person for these tasks. Based on the KSU experience, it seems that assigning this important work to regular staff was a correct decision.

There were eight CETA participants in the reclass and conversion team. The group's composition was as follows:

(2) Library Associate I positions:

These people were given the same basic in-house job description as the library's Associate Catalogers. Their paraprofessional work with copy cataloging is called "fast cataloging," "LC cataloging," or "zip cataloging," in other libraries. These people were also charged with supervisory responsibilities for the other CETA workers later in the program. One of the people chosen for this post held a bachelor's degree and the other lacked one quarter before graduation.

(4) Library Media Technical Assistant II positions:

These people were given the same basic in-house job description as the library's regular OCLC terminal operator-editors. Their working title was "MARC Cataloger." The people chosen for this all had at least two years of college, and one had a bachelor's degree.

(2) Library Assistant positions:

These people were given the same basic in-house job description normally used with members of the Processing Department's Materials Maintenance Unit. These people filed and pulled cards, did some checking and searching on the terminal, and were responsible for physical processing and labeling.

A simplified work scheme was designed with the following objectives in mind:

CETA task force would process the maximum number of volumes from Dewey to LC.

This would be done without undue disturbance to the normal work flow.

CETA task force would initially be trained only in routines necessary to handle the most simple types of bibliographic records and holding configurations.

Their work flow would be a clear path, easily open to checking by supervisory staff.

After a two week period, devoted almost exclusively to training and one-on-one supervised work, they officially began the project. Each one was coached individually on the OCLC terminals and given careful instructions in catalog procedures. The group performed less actual production work, and received more intensive training in the first months, than was normal for new employees being absorbed into technical services. The basic work scheme was enhanced and expanded later on in the project. As CETA staff learned more and became more sophisticated, the scope of books they were allowed to handle was broadened. For example, the basic work plan called for them to handle only English language. However, later on some simple Romance language items were handled, such as French, Spanish and Italian records with no compound names, no corporate entries, no extensive sets. The original plan called for the task force to handle only records lacking series statements. Later on the two Library Associates, working closely with the Coordinator, were permitted to handle simple series. The original

work plan is given below:

RECLASS PROJECT

1. Each participant takes an assigned drawer in the Dewey shelf list. He goes through it, withdrawing cards which meet the following criteria:

   a. no series,

   b. English language,

   c. LC printed card with full call number and no typed alternations,

   d. word "Reclass" not written at the top,*

   e. no Microfilm, Periodicals, Serials, or special location designations on cards.

2. These cards are sorted into LC shelf list order. They are checked against LC shelf list. They are separated into two groups:

   Group A - Those whose printed LC call numbers cause an apparent conflict with the LC shelf list.

   Group B - Those whose printed LC call numbers do not seem to conflict with the LC shelf list.

3. Cards in Group A are rubber-banded and placed on participants' desks.

4. Cards in Group B are sorted in Dewey shelf list order.

5. Each participant takes up to 150 of these cards and a book truck, and goes to the Dewey area of the stacks. There he matches books against cards, seeking only books whose shelf list total (volumes or copies) exactly matches the number indicated on the shelf list. Books, when located, are removed from the shelves and placed in book. Trucks are then brought down to the technical services work area.

6. Cards which could not be mated with books are combined with the cards in "Group A," Step 2, above. These are refiled into the Dewey shelf list.

* This indicated the title had been involved in some earlier reclass program. See page 14 of this report.

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7. Cards and books remaining from Step 5 are carefully compared. Books are taken to terminal.

8. Data base searched, using LCCN, author-title and title search codes. Books are separated according to findings as follows:

   A. Added copies (those which list KSU as a holding library on the bib record). These are returned to Coordinator and, if appropriate, added.

   B. CRT "zero". (These are returned to Coordinator. They are held for one month, then recycled through the CRT. At that point, they are input by regular staff).

   C. "Hits". (Those which are found, good copy, on the terminal).

9. "Hits" are determined to be books which fit the following criteria:

   a) exact match,

   b) 050 and 010,

   c) OCLC member contributed copy which is "perfect" match with LC printed card.

10. Screen display is edited in the following manner:

   a) 049 field completed,

   b) if book is over 30 cm. size is added to collation if missing,

   c) subject headings added or expanded so that screen matches LC printed card,

   d) U.S. and Gt. Britain spelled out in full,

   e) substitute inserted,

   f) place added to imprint if on card but not on screen.

11. Screen not edited in other cases when it is determined that on-line record corresponds to printed LC card. Cards are ordered through use of the PRODUCE/SEND command.

12. Label set prepared through use of the SL 6 command after each PRODUCE One large label is affixed to pink colored slip. These slips are sorted into LC shlef list order. Participant takes these to the LC shelf list,

after adding his initials and the date, and files them into the LC shelf list as temporary place holders to await filing of the permanent shelf list. This will take place when cards return from OCLC. The other large label and the spine label are forwarded with the book, for treatment in step 13.

13. When a truck has been processed in this way, it is routed to Reclassification Library Assistant for removal of old Dewey markings and then physically processed or forwarded to bindery unit.

14. Original Dewey shelf list cards are used for statistical counting, then routed to OCLC Librarian to await return of cards from OCLC. Old Dewey shelf list cards are finally to be returned to dead storage in a catalog card drawer.

15. Weekly report on highest number possibly being treated is sent to Assistant Director.

16. All reclass work is recorded on terminal logs. Tally sheets kept for each individual on a weekly basis. Project tally report kept on a daily and weekly basis by Coordinator. Monthly report made to Assistant Director, and through him, to other departments.

17. Weekly, daily reports and project diary, available in Processing Department.

Routines were added and modified throughout the program. A sub-routine was developed for treating materials identified as added copies. There were two major classes of these. The first were Dewey books whose Dewey shelf list card bore the notation "Reclass" on it. These represented titles that had been involved in some earlier reclassification program. The notation was intended to alert staff to the fact that some pieces of this set, or copies of this title, were already reclassified and part of the LC

collections. The second class of potential added copies was made up of books being treated by CETA that were recognized, womewhere in the midst of reclass processing, as being duplicates of materials already in the LC collection. Initially these were forwarded to the Coordinator. She handled some, returned some to the Dewey collection, and forwarded others to regular cataloging staff. She consulted with supervisors on these and in some cases a decison was made to withdraw multiple copies rather than process and add them to the LC collection. As CETA workers became more familiar with library routines, they were able to do basic sorting. Eventually much of the added copy processing was handled by CETA.

An important sub-routine centered on the conversion of bibliographic records to machine readable form. This focused on material already in the LC collection, whose catalog cards represented perfect LC copy, but was not represented in the OCLC on-line union catalog. Some earlier conversion programs had been handled by regular staff who were able to go through a drawer of the LC shelf list and totally convert. That is, they could either attach holdings, modify a record and attach holdings, or input a full record. It did not seem to be cost effective to train the CETA task force in all these routines, since they would only be in the library for a limited time. Therefore, they began to work, at first, only on records that could be readily interpreted and quickly processed. As their experience grew, they were trained in more complex activities. Although it was expanded and made more detailed as the project continued, the basic subroutine for conversion was essentially that listed below:

SHELFLIST CONVERSION

1. A specific drawer will be assigned to each participant.
2. He will take the drawer to the terminal, and there will examine only those cards which:

a) Are LC printed cards,

b) Represent monographic bibliographic records in the English language,

c) Are not microfilm or reprint copies of an original.

3. The worker calls up an individual record.

4. He then ascertains that the bibliographic record on the screen and that on the card are identical in the following aspects:

a) Main entry,

b) Title,

c) Edition,

d) Imprint,

e) Collation (pagination),

5. Items which he may disregard are:

a) Call number,

b) Sub-title,

c) Subject headings,

6. Worker then types in the appropriate holdings in the 049 field.

7. He inputs the KSU call number.

8. He then presses the "Update" and "Send" buttons successively.

9. On the reverse of the shelf list card, to the right of the hole he stamps the word "Update" and writes in the date (Ex. 5-30-78)

10. He writes the OCLC control number on the reverse of the card to the left of the hole.

There were many problems, some easily solved, others never solved. Teaching people to remember details such as making sure that all titles were traced was a typical example. The decision to devote a full time staff member at a fairly high paraprofessional level as Coordinator was validated. In order to maximize use of the OCLC terminals and to minimize strain on normal work flow, the CETA task force was originally assigned from 1:00 PM through 10:00 PM. This was difficult for them and not significantly beneficial

to the library. Eventually the scheduling was adjusted by having CETA work noon to nine, Tuesday through Friday and nine to six on Saturday. During some periods they worked eleven to eight Tuesday through Friday and nine to six on Saturday. This gave them ample terminal time and provided a somewhat normalized work week. Because of this split shift arrangement, the CETA workers did not become quite as much an integrated part of the total staff as had originally been anticipated. However, into the second year, readjustments were made. Placing CETA staff in more regularized time slots and scheduling some regular staffers on early and late schedules, alleviated this early problem."

Before beginning, there was much discussion of the worth of going through an entire drawer of the Dewey shelf list and reclassifying every single item. This would have meant distributing work to regular professionals and paraprofessionals. The advantage would have been the ability to say to Reference, "Everything in the 950's through 980's is reclassified." However, this would have meant either a tremendous training period for the newly assimilated group of eight, or a serious inroad on the normal work of the library. Neither of these seemed to merit serious consideration. Instead, the CETA task force began at an area that seemed to be really needed by patrons (the 800's). They went through 900 and 300 and then through the entire Dewey shelf list, treating the simplest and most easily handled materials. By the time this first pass was completed they knew enough to be ready to absorb more training. Indeed, had they informally acquired considerable bibliographic know-how by working on the terminals and handling books and records. With each subsequent pass they were ready to process more and more difficult types of materials and more complicated holdings configurations.

One crisis was attributed to the increment in the number of cards arriving daily from OCLC. This placed a burden on the OCLC unit, who were charged with checking returned OCLC shelf list cards against input documentation. This documentation might be an old Dewey shelf list from the reclass project, a cataloger's workform, a photocopy of NUC cataloging that had been modified and tagged, etc. The problem was solved by negotiating a profile change with OCLC.

The altered profile provided for a new "receiving catalog." This permitted shelf list cards, generated through a PRODUCE/SEND command following a reclass editing transaction, to arrive in the library in a separate pack. All other cards for these titles were interfiled, in normal alphabetical array, with all other cards produced for the library on any given day. Provision for the reclass shelf list cards to arrive from Columbus in a segregated pack allowed reclass staff to perform their own checking routines for titles they editred. This reduced the total number of titles reclassed. It also relieved undue pressure on regular staff in the OCLC unit.

The great increment in number of cards arriving daily also placed considerable strain on those assigned to filing. The two CETA Library Assistants held the same rank as those responsible for filing. However, they had not been in the library long enough to have mastered LC filing rules. They were gradually taught rules and began by helping to interfile (a process in which several days' receipts from OCLC are merged, prior to insertion into the main author-title and subject catalogs). They helped filing in the shelf

list and assisted with other processing normally assigned to the filing team. In this way, CETA relieved pressure on a group whose own work was put under stress by reclass activities.

During the 1978 - 1979 reclassification project two CETA participants in the lowest pay range were assigned to work on books whose Dewey shelf lists were locally typed, rather than printed LC cards. They carefully searched these on the OCLC terminal. When they retrieved a matching or kindred record for the title, they made a printout of the screen display and sent both book and printout, with the typed Dewey shelf list, to a paraprofessional Associate Cataloger who was part of the regular staff. This was another way of using CETA to work towards the goal of complete elimination of the Dewey catalog prior to 1981.

SUMMARY

Between March 1 of 1978 and June 30 of 1979, 25,377 monographic titles (34,666 volumes) were reclassified from Dewey to LC. Most of this work was done by CETA participants, or was partially handled by them with limited intervention from regular library staff. The personnel and training problems were no greater than might be anticipated with any sizeable addition to technical services workforce. Problems, such as interface with CETA itself or interpretation of changing regulations were solved with the cooperation of concerned staff in the Portage County CETA office. Libraries hoping to utilize CETA to expedite reclassification or conversion programs should contact their local Prime Sponsor as early as possible before the deadline for submission of proposals. They should work closely with institutional officers responsible for external funding and grants administration. The expertise of these people is invaluable in preparing both narrative and budget portions of proposals. The caveats pertinent to interviewing, selecting, and training any workers are true with CETA.

Perhaps the most successful library projects can be implemented through careful attention to planning and communication. This communication should include institutional grant administration officers, local CETA officials, and all library staff. The salient points to remember are to concentrate on the needs of the library, the work to be done, and the people who will do the work. Success can be achieved if library administration is able to ignore the fact that the program is funded by CETA and to concentrate on the people involved and the desired end product.

Notes

1. "The Talk of the Town," New Yorker 55 (16 July 1979): 27.

2. Charles B. Fowler, "Ceta Funds--A Boon to North Carolina," HIGH FIDELITY/Musical America 27 (December 1977): MA 16-MA 18.

3. Norm Reeder, "Unemployed Clean County's Drain Channels," Farm Journal 101 (October 1977): K-1.

4. Ralph Kinney Bennett, "CETA: $11 Billion Boondoggle," Readers Digest 113 (August 1978): 72-76.

5. "Getting By with CETA," Library Journal 104 (15 January 1979): 165

6. Ibid.

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APPENDIX I

Narrative for CETA proposal, January, 1978

RECLASSIFICATION AND CONVERSION PROGRAM

for

ENRICHMENT OF LIBRARY SERVICES

A Proposal for Funding Eight Positions made to

C.E.T.A.

Portage County, Ohio

Prepared by The Kent State University Libraries

January 20, 1978

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KENT STATE
UNIVERSITY
KENT, OHIO 44242

UNIVERSITY LIBRARIES

January 20, 1978

Ms. Lorine Brown, Planning Manager
Portage County Employment Training
449 South Meredian Street
Ravenna, Ohio 44266

Dear Ms. Brown:

I am enclosing our proposal requesting $48,641.00 in C.E.T.A funds to support eight positions for a project which will begin on February 1, 1978 and end on September 30, 1978.

The C.E.T.A. participants will be involved in a project to recatalog, reclassify and physically process approximately 15,000 of the most important volumes in the Arts and Social Sciences, presently in the University's older Dewey collection. Many of these are extremely valuable materials. The participants will also be involved in converting, to machine readable form, the cataloging for approximately 15,000 titles now recorded only in manual form in card catalogs. Through the project, valuable literary and historical resources represented by these records will be shared with the library's wider community of users throughout a national network.

The program will also be useful as a pilot project, upon which to base organization of total reclassification and conversion projects which we hope to be able to undertake in the following year, should funds become available from C.E.T.A. or some other outside source. An important spin-off will be provision and strengthening of marketable skills for the individuals involved.

In addition to reports generated for you and for our administration, we plan to report on our C.E.T.A. project and on its evaluation, through ERIC, tne National Educational Information-Sharing Center. Reports in the ERIC data base are available, on-line, to thousands of institutions in the U. S. and abroad. We believe the joint project of a community agency such as yours, and an institution of higher education, such as Kent State, may be innovative and exemplary for other agencies as well as beneficial to those of us immediately involved.

Because of the January 23rd deadline, and because of our several days of unusually bad weather, I am submitting this proposal now with the understanding that some parts of the narrative may not be as explicit as you would prefer. Please accept this with the idea that working with the library administration and the University's Office of Research and Sponsored Programs, I will expand upon areas in the narrative, if this is needed for greater clarification. However, I believe the essence of our intent is apparent in the materials enclosed today.

Kent State University Supports Equal Opportunity in Education and Employment

Thank you for assisting us in this work, which I believe will be valuable to the participants, to the University, our nearby communities, and to the national library network.

I shall be back in Kent on Thursday, January 26th and will call you then to answer any questions you may have on our proposal.

Cordially,

Anne Marie Allison

Anne Marie Allison
Associate Professor
Library Administration

PART II - NARRATIVE

This is a proposal to utilize $48,641.00 in C.E.T.A. funds for reclassification of library materials and conversion of library cataloging records, to be accomplished during the eight months from February 1, through September 30, 1978. The requested funds will be used completely for salaries and benefits of eight C.E.T.A. participants. Kent State University, through its Libraries, will absorb costs for supplies and equipment, plus salaries and other expenses for staff involved in selection, training, and supervision. If funded, this project will:

1. Provide training in basic and advanced skills that should be transferable to other job opportunities in universities, in libraries, in other service institutions, or in business situations using an on-line computerized network.

2. Provide service that is speedier, of higher quality, and that can be more easily understood and used by the libraries' community.

The program's objectives of reclassifying 15,000 volumes and converting 30,000 cataloging records, could not otherwise be accomplished without the support of Title VI. The proposed activities will compliment and supplement, but not duplicate, present activities.

NEEDS AND OBJECTIVES

Job markets are shrinking. A complex technological world demands more and more of those leaving the university. Expenses for tuition and other costs are rising for students, who deserve excellent preparation for careers. Now, more than ever, the library is responsible for provision of quality service to teaching, learning, and research in the university. However, federal and foundation aid to education generally, and to libraries particularly, has

declined. The difficulties faced by the library are highlighted in the next three paragraphs:

In 1969-1970, Kent State's Library received $56,925.00 from Title II funds. In 1976-1977, this decreased to $3,930.00.[1] This is typical for universities across the nation. In 1969-1970, the library spent $646,564.00 for books and serials. In academic year 1976-1977, this same budget was $672,620.00. However, in 1969-1970, the average price of a new United States trade book was $8.77. This year the average price was $16.32.[2] In 1969-1970, the library added 102,966 volumes to its collection. This year that total was 65,885.

Costs are in an inflationary spiral. Between 1970 and 1975, the Consumer Price Index rose 38.6%. Yet, in the same period, the cost of an average American Periodical rose 92%.[3] While aid from outside sources shrunk, and costs of materials rose, costs for personnel rose, too. Total expenditures for personnel have increased. Wages and salaries rose, but the higher amounts now pay for the labor of fewer individuals.

In 1969-1970, a library personnel budget of $875,800 paid 145 3/- individuals. The 1976-1977 library personnel budget of $1,194,521 paid a reduced group of only 109. In 1977, K.S.U. Civil Service employees received a mandated increase. Faculty contract staff, assigned to the library, received an increase of 11 1/2% dictated by an across-the-board agreement with U.F.P.A., the faculty union.

Aid from Portage County C.E.T.A. will significantly upgrade and extend the University's library service to its community. Clearly, the community needs and deserves enrichment, yet it cannot be achieved with current personnel. The library has less buying power and faces soaring costs for materials and staff, costs which are largely beyond its control.

The program will provide additional benefits to the libraries' community. This is represented by the 1,700 libraries in 46 states participating in the OCLC computerized network. Titles converted will aid library clientele in all these institutions. Titles added to the network's on-line data base through the C.E.T.A. project may prevent purchase of items which can be "borrowed" from Kent State. In the case of some rare and unusual item, individual researchers who are patrons of these other libraries may come to Kent to use these materials. Cataloging work, including conversion and inputting, done by C.E.T.A. participants will aid these other institutions. Their personnel will be able to utilize work done at Kent, rather than repeat it in each individual library. Human and material resources are shared through OCLC. The proposed reclassification and conversion will aid measurably in this massive sharing effort.

RESULTS AND BENEFITS EXPECTED - C.E.T.A. Participants

Expected outcomes for participants include practical job experience in a large public service organization. This is transferable to other institutional settings or to large industrial and commercial enterprises. Unique, library-type skills are transferable to public, school, college, or industrial libraries.

The project will train participants in use of OCLC (Ohio College Library Center) computerized network. The system operates much like motel and airline reservation networks. Work experience with this system may be carried into other libraries. In addition to Kent State itself, Cleveland State, the University of Akron, Case Western Reserve, Youngstown State, Hiram, Malone, Baldwin-Wallace, and Walsh Colleges, Akron Public Library, Cleveland Public Library, Cuyahoga County Public Library, Euclid Public Library, Shaker Heights Public School System and others are members of OCLC.. Outside Ohio there are over 1,500 institutional members of the network.

Ability to understand and operate the CRT (Cathode Ray Tube) terminal should help participants find employment in other institutions or business such as banks or hospitals now using this kind of equipment.

RESULTS AND BENEFITS EXPECTED - LIBRARY CLIENTELE

The library currently holds about 80,000 volumes which are still classified in the old Dewey Decimal classification. This classification scheme is well suited to a public library or a smaller academic library. However, it does not serve the needs of a library the size of Kent State very well, and the books still under this classification are housed separately. The library users must now search two sets of catalogs and seek books on the same subject in different physical locations. This causes confusion and difficulty for users and for staff. More important, many valuable items may be "lost" to less experienced people, who perhaps have the most serious need for information. Kent's ability to meet the needs of, and benefit from, the greater community represented by the OCLC network is limited, since many of its older records are not part of the on-line data base. (A complete explanation of the OCLC system is attached as an appendix to this request.)

This project will identify, select, and train eight individuals. They will catalog, physically relabel and process 15,000 books, and convert their records to machine readable form, with the goal of making them immediately accessible. Participants will also convert older records, which now exist in "paper" form only. These will be coded and input into the OCLC data base. Objectives of the OCLC network cooperative include conservation of human effort, and resource sharing. Many of these resources are in tax-supported institutions. An OCLC goal is to meet the needs of the greatest number of potential users in a collective way.

Users of the K.S.U. libraries, those in the Portage County area as

well as those across the state and nation, will have immediate access to many items now available to them only be searching several catalogs, manual and computer. If the project is funded they will have unique and original materials available for study and research.

APPROACH

The proposed program will be completed by eight Portage County residents who are currently unemployed or underemployed. Their job titles and suggested C.E.T.A salaries are parallel to the Ohio Civil Service rankings and salaries which would probably be paid to individuals, doing these jobs, if they were hired under normal circumstances in the library. A formal job description for each follows the narrative. A list of titles and responsibilities is presented here:

Two Paraprofessional Catalogers - OCLC (Ohio College Library Center Computerized On-Line Catalog) - Report to Coordinator of Reclassification and Conversion Project - Comparable to Ohio Civil Service LIBRARY ASSOCIATE I, #18321, $4.57 per hour.

These technical specialists with background and-or course-work in Library Science will be involved on a higher level with some of the same tasks (described below for the CLERICAL SPECIALIST level staff.) In addition, they will be responsible for cataloging varying editions, making changes in call numbers, edition statements, collations, making decisions on entries and series and other more advanced, more difficult, related tasks. These people will process materials in the "Shelf List Conversion" and "Dewey to Library of Congress" reclassification projects.

Four Reclassification and Conversion Specialists - OCLC (Ohio College Library Center Computerized On-Line Catalog) - Report to Coordinator

of Reclassification and Conversion Project - Comparable to Ohio Civil Service, CLERICAL SPECIALIST, #18314, $3.94 per hour.

These technical specialists with some background in library work, plus ability and experience in handling bibliographic records, are needed to provide integrated access to materials now classified in more than one scheme. Principal activities in these positions would be reclassification to the Library of Congress scheme for books still classed in Dewey, and conversion of the shelf list (inventory) from manual to machine-readable form. These projects are urgently needed by the library, the University and cooperating libraries across the U.S. who participate in resource-sharing through the "on-line catalog" of OCLC.

Two Library Assistants - Entry Level Library position. Report to Coordinator of Relcassification and Conversion Project - Comparable to Ohio Civil Service LIBRARY ASSISTANT, #18311, $3.84 per hour.

This person is needed to provide clerical and processing support for the reclass and conversion projects. She or he will work with card files, inserting and removing cards, preparing card sets, removing old labels and markings, and doing physical processing of materials going through reclassification.

After orientation sessions, these newly employed workers will report to their individual supervisor who will work closely with them throughout the year. At the end of the project year, the library's community will:

- have available, for study and research, several bodies of materials now owned by the University, but accessible only with difficulty.
- have immediate access, through the OCLC system, to materials now cataloged but recorded in different ways in a number of locations.

The goal of the program is to complete its work within the following timeframe:

February 1-10	- seek and select Paraprofessional catalogers
February 13-24	- seek and select Reclass and Conversion Specialists
" "	- begin to train and orient Paraprofessional Catalogers
" "	- order materials and make complete physical arrangements for all activities
February 27- March 10	- seek and select Library Assistants
"	- continue to train Paraprofessional Catalogers
"	- begin to train and orient Reclassification and Conversion Specialists
"	- begin limited reclassification and conversion
March 13-27	- conduct orientation, to the University and to the Library as a whole, for all C.E.T.A staff
"	- continue to train Paraprofessional Catalogers
"	- continue to train Reclassification Specialists
"	- begin to train Library Assistants
"	- continue limited reclassification and conversion
"	- target completion of 200 titles updated in the OCLC on-line union catalog
"	- target completion of 75 volumes reclassified, input and physically processed
April 3	- normal operation which will involve on-going training and general upgrading of skills
through	- target completion of 15,000 volumes reclassified, input and physically reprocessed
Sept. 30	- target completion of 15,000 titles input to the on-line data base

PROGRAM ADMINISTRATION

A copy of the existing library organization chart is attached to this application. C.E.T.A. staff will initially report to the Coordinator of the "Enrichment of Library Services Program", Anne Marie Allison. She will direct

their orientation to the University and to the Library, then will assign them to their individual supervisors as indicated. The Coordinator will be responsible for two kinds of evaluation.

EVALUATION - C.E.T.A Participants

The Coordinator will conduct bi-weekly evaluation sessions with each participant and his or her supervisor during the first month of the program and for bi-monthly evaluation sessions thereafter for the duration of the program. This will be based on the standard "Kent State University Employee Evaluation Form," with a copy given to the participant, the supervisor and to the appropriate C.E.T.A officer. This evaluation will be consistent with practice for all other University employees. The Coordinator will also be responsible for interaction with C.E.T.A officers throughout the year.

EVALUATION - Reclass and Conversion Program

The library recognizes it is accountable to C.E.T.A for development of individual participants, and for the program as a whole. With this in mind, the program will be evaluated in three ways: Formative, Summative, and Long Range.

The Formative Evaluation will take place in structured interview sessions with participants and supervisors, separately and together, after the end of the third month. This will take place while the program is still "forming" and ideas, suggestions and problems can be addressed and some adjustments made in response to this input.

The Summative evaluation will take place during the final month of the program. This will be a formal questionnaire, in which participants rate training, integration into the institution and their respective units, opportunities for browth, etc. They will note strengths and weaknesses in the program.

The long range evaluation will take place when an exact duplicate of the Summative questionnaire is mailed to the participants at three and six month intervals after leaving the library. This is important because it may be that activities which seemed very valuable when participants complete training, may seem less worthwhile after finding a job. On the other hand, experiences which seemed unimportant while training, may seem highly desirable viewed from the perspective of later employment.

The reports of this follow-up will be submitted to Portage County C.E.T.A. and to the library profession through the federal government's ERIC (Educational Resources Information Center). This way, an exemplary and innovative program, developed in Portage County, may be shared with institutions and agencies on a national basis. It may aid others in planning similar programs. This feedback may also be useful to C.E.T.A. in the future.

ADMINISTRATIVE COSTS

Administration and expense for supplies will be absorbed by the library as its contribution to the program. Salaries for supervisor and coordinator, and for other individuals involved in training and orientation, will be the contribution of the university, through its library, to the program. Furniture and equipment, training materials and supplies, etc. will be paid for by the library.

The University Library, in conjunction with the University as a whole has an affirmative action plan coordinated through the office of Human Resource Utilization. Bi-lingual C.E.T.A participants would be able to fill any of the positions and might be especially beneficial in some areas of the reclassification and conversion projects.

The Library's budgetary process, like that of other units of the University, is handled through the office of the Treasurer, a Vice-President of the institution. This is subject to internal and external examination. A resident state

auditor is assigned to the University. No direct exchange of funds to the University is asked.

SUMMARY.

The staff and the institution itself meet program requirements. The University's accounting, administrative costs, equipment and supply parity rates, etc. have all been approved by other U.S. sponsored grants. The proposed program will recruit and hire C.E.T.A. enrollees through the Ohio Bureau of Employment Services. The program is planned to begin, officially, on February 1, 1978. The project's goals can be met within program year deadlines.

Materials now in the Dewey classification, will be cataloged and on the shelves, part of the major library collection; bibliographic records now in manual form only, at Kent, will be "on-line" as part of the OCLC nationwide network. This will be useful to many types of libraries, within and beyond Ohio.

C.E.T.A. support will make these benefits, and others, a reality for eight participants and for the community of users served by the KSU libraries.

. . . . . .

F O O T N O T E S

1. Library annual reports of additions and expenses are available for examination, upon request.

2. This information may be verified in the Bowker Annual of Library and Book Trade Information, 22nd edition, 1977, 1180 Avenue of the Americas, New York, N. Y., 10036. This book, published each year, is considered the "bible" of the book trade. Figures are derived from Bowker's Publisher's Weekly, which keeps librarians, publishers and book dealers up to date.

3. This information may be verified in the Summer 1977, issue of Library Resources and Technical Services, an official journal published by the American Library Association, 50 East Huron Street, Chicago, Illinois.

APPENDIX II

Job Descriptions for CETA proposal, January, 1978

Notice: This material may be protected by copyright law (Title 17 U.S. Code).

JOB ORDER NUMBER: 672-3021

CETA TITLE/POSITION: Paraprofessional Cataloger

WAGE: $4.57 per hour (two needed)

JOB SLOT NUMBER:

HOURS: 2 to 10 pm Mon. - Thurs. 9 to 6 pm Sat. (if necessary, normal 8-5 hrs.)

SUPERVISOR:

INTERVIEWER:

QUALIFICATIONS:

B.A. Degree and/or knowledge of Library Science. Skill in or ability to learn operation of cathode ray tube computer terminal. Ability to gather, collate and classify information. Ability to define problems, verify facts and draw valid conclusions. Ability to maintain accurate records.

DUTIES:

This person will perform on and off-line technical tasks associated with cataloging and classification of materials for which Library of Congress cataloging or cataloging from an accepted participating OCLC library is available. He or she will be responsible for cataloging varying editions, making changes in call numbers, edition statements, collations, making decisions on entries and series and other more advanced, more difficult, related tasks. These people will process materials in the "Shelf List Conversion" and "Dewey to Library of Congress" reclassification projects. She or he will be expected to share in other appropriate related duties.

AGENCY NAME: KENT STATE UNIVERSITY

ADDRESS: KENT, OHIO 44242

PHONE NUMBER: 672-3021

JOB SLOT NUMBER:

CETA TITLE/POSITION: Library Assistant
Two Needed

HOURS: 2 to 10 pm Mon.-Thurs.
9 to 6 pm Sat. (if necessary normal 8-5 hrs.)

WAGE: $3.84 per hour

INTERVIEWER:

SUPERVISOR

QUALIFICATIONS: High School graduate or equivalent. Ability to learn library procedures, to arrange items in numerical and alphabetical order, check pairs of items that are similar or dissimilar, sort items, work cooperatively as a part of a team, demonstrate physical fitness.

DUTIES: This person will provide clerical and processing support for the Reclassification and Conversion projects. She or he will work with card files, inserting and removing cards, preparing card sets, removing old labels and markings, laminating and pam binding, and doing physical processing of materials going through reclassification, handling books and other library materials. Will do some work on the cathode ray tube terminal. She or he will be expected to share in other appropriate related duties.

IT IS THE POLICY OF THE BOARD OF PORTAGE COUNTY COMMISSIONERS THAT THE PERSON CHOSEN FOR THIS POSITION WILL BE ABSORBED BY THE HIRING AGENCY AT THE END OF ONE YEAR'S EMPLOYMENT. PROVIDED THAT THE INDIVIDUAL PERFORMS THE JOB DUTIES IN AN ACCEPTABLE MANNER. IF THE POSITION IS NOT ABSORBED THE AGENCY MAY LOSE THE JOB SLOT. IT IS ALSO THE POLICY OF THE BOARD OF PORTAGE COUNTY COMMISSIONERS THAT THE APPLICANTS ARE EMPLOYED WITHOUT REGARD TO RACE, RELIGION, COLOR, SEX, AGE, NATIONAL ORIGIN, CREED, POLITICAL AFFILIATION, OR HANDICAP. IF YOU FEEL THAT YOUR RIGHTS HAVE BEEN VIOLATED IN REGARD TO THIS POLICY, CONTACT CETA EQUAL EMPLOYMENT OPPORTUNITY OFFICER AT 297-5741

CORRECTED - FEBRUARY 6, 1978

Notice: This material may be protected by copyright law (Title 17 U.S Code).

AGENCY NAME: KENT STATE UNIVERSITY

ADDRESS: KENT, OHIO 44242

PHONE NUMBER: 672-3021

JOB SLOT NUMBER:

CETA TITLE/POSITION: Conversion and Reclassification Specialist (Four needed)

HOURS: 2 to 10 pm Mon.-Thurs.
9 to 6 pm Sat. (if necessary. normal 8-5 hours.)

WAGE: $3.94

INTERVIEWER:

SUPERVISOR

QUALIFICATIONS: Knowledge of library and/or office practices and procedures helpful. Ability to learn use of cathode ray tube computer terminal. Ability to apply principles to solve problems; gather, collate and classify information; work cooperatively as part of a team.

DUTIES: This person will work with the reclassification (from Dewey to Library of Congress Classification) and shelf list conversion (from manual library records to machine readable form). She or he will be expected to perform accurate input on computer terminals, for up to six hours per eight hour working sessions. and to assist in other high level, library clerical and technical work related to the projects. She or he will be expected to share in other appropriate related duties.

APPENDIX III

Narrative for CETA proposal, June, 1978

BOOKS FOR STUDENTS

A Program to Improve Access to Library Materials

Most Needed by Users

Proposal Made to

C.E.T.A.

Portage County, Ohio

Submitted by The Kent State University Libraries

June 30, 1978

KENT STATE
UNIVERSITY
KENT, OHIO 44242

UNIVERSITY LIBRARIES

June 29, 1978

Mr. Roger Meyer
Director of Special Projects
Portage County Employment & Training
449 South Meredian Street
Ravenna, Ohio 44266:

Dear Mr. Meyer:

We are enclosing our request for support of a Special Project. This will improve accessibility of library materials for better use by the Portage County Communities, area junior and senior high school students, and the undergraduate students of KSU. About 80 percent of this group of young people come from northeast Ohio.

Our proposed CETA program will train and employ nine individuals over a period of twelve months. They will reclassify about 35,000 volumes and convert about 60,000 titles to our computer-based system. We believe this will provide practical, transferable job skills for the participants and will measurably upgrade the library's service to its users.

Thank you for your counsel and assistance.

Sincerely,

Anne Marie Allison
Associate Professor
Library Administration

Kent State University Supports Equal Opportunity in Education and Employment

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PART II - PROGRAM NARRATIVE

INTRODUCTION

This is a request for C.E.T.A. support of a Special Project. It will improve access to library materials most needed by users. These users include junior and senior high school students in the area, Portage County individuals and groups (such as those interested in genealogy), university students and faculty, plus an extended clientele in the OCLC network. (OCLC is a computer-based, inter-institutional library network which now spans the United States).

The proposed Special Project will reclassify library materials and convert cataloging and inventory records to machine readable form. This will take place during 12 months from October 1, 1978 through September 30, 1979. The requested funds will be used completely for salaries and benefits of nine C.E.T.A. participants. Kent State University, through its library, will absorb costs for supplies and equipment, plus salaries and other expenses for staff involved in selection, training, and supervision. If funded, this project will:

1. Provide service that is speedier, of higher quality, and that can be more easily understood and used by library clientele.
2. Provide participants with training in basic and advanced skills that will be transferable to other job opportunities in universities, in libraries, in other service institutions, or in business situations using an on-line computerized network.

The program's objectives of reclassifying 35,000 volumes and converting 60,000 cataloging records, could not be accomplished without the support of

Title VI. The proposed activities will compliment and supplement, but not duplicate, normal activities handled with existing regular staff.

NEEDS AND OBJECTIVES

Kent State is a medium sized state University. Approximately 80 percent of its student body come from northeast Ohio.[1] Many of these youth represent the first generation, in their families, to attend a college or university. These young men and women face shrinking job markets and higher costs for living and educational expenses. According to the Congressional Budget Office, college expenses for students and their families rose 75% between 1967 and 1976.[2] Moreover, today's students must cope with higher education at a time when the complexity of "things to be learned," is greater, perhaps, than at any time in the past.

Facts and concepts, learned in formal classroom situations may change, but skill in seeking out information, in becoming adept at use of the library, becomes part of an individual's permanent intellectual self. Now, more than ever, the library is responsible for provision of quality service to the teaching, learning and research taking place in the university. However, federal and foundation aid to education generally, and to libraries particularly, has declined. The difficulties faced by the library are highlighted in the next four paragraphs:

In 1969-1970, Kent State's Library received $56,925.00 from Title II funds. In 1976-1977, this decreased to $3,930.00. In 1977-1978, it decreased to $3.855.00. This is typical for universities across the nation.[3]

In 1969-1970, the library spent $646,564.00 for books and serials. In academic year 1976-1977, this same budget was $672,620.00. By 1977-1978, the figure had been cut to $500,000.00. It is important to remember that in 1969-1970, the average price of a new United States trade book was

$8.77. By 1977 the average price was $16.32.[4] In 1969-1970, the library added 102,966 volumes to its collection. In 1976-1977 that total was 65,885 volumes.

Costs are in an inflationary spiral. Between 1970 and 1975, the Consumer Price Index rose 38.6%. Yet, in the same period, the cost of an average American Periodical rose 92%.[5] While aid from outside sources lessened and costs of materials rose, costs for personnel rose, too. Expenditures for personnel have increased but the higher amounts now pay for the work of fewer individuals.

In 1969-1970, a library personnel budget of $875,800 paid 145 3/4 individuals. The 1976-1977 library personnel budget of $1,194,521 paid a reduced group of only 109. In 1978, K.S.U. Civil Service employees received a mandated increase. Faculty contract staff, assigned to the library receive an increase dictated by an across-the-board agreement with U.F.P.A., the faculty union.

Aid from C.E.T.A. will significantly upgrade and extend the University's ability to provide service to those who depend on the library. Clearly, the predominately northern Ohio youth, represented by the K.S.U. undergraduate population, deserve enrichment. Other Portage County groups are no less deserving. However, the upgrading they need cannot be achieved with current personnel. The library has less buying power and faces soaring costs for both materials and staff. These costs are largely beyond its control.

The requested Special Project will also provide benefits to the library's extended communities. These include the 1,700 libraries in 46 states participating in the OCLC computerized network. Titles converted will aid library clientele in all these institutions. Titles added to the network's on-line

data base through the C.E.T.A. project may prevent purchase of items which can be "borrowed" from Kent State by others, or "borrowed" by Kent State from other institutions.

In the case of some rare and unusual items, individual reseachers who are patrons of these other libraries may come to Kent to use these materials. Cataloging work, including conversion and inputting, done by C.E.T.A. participants will aid these other institutions. Their personnel will be able to utilize work done at Kent, rather than repeat it in each individual library. Human and material resources are shared through OCLC. The proposed reclassification and conversion will aid measurably in this massive sharing effort.

RESULTS AND BENEFITS EXPECTED - C.E.T.A. Participants

Expected outcomes for participants include practical work experience in a large public service organization. This is transferable to other institutional settings or to large industrial and commercial enterprises. Unique, library-type skills are transferable to public, school, college or industrial libraries.

The project will train participants in use of OCLC (Ohio College Library Center) computerized network. The system operates much like motel and airline reservation networks. Work experience with this system may be carried into other libraries. In addition to Kent State itself, Cleveland State, the University of Akron, Case Western Reserve, Youngstown State, Hiram, Malone, Baldwin-Wallace, and Walsh Colleges, Akron Public Library, Cleveland Public Library,

Cuyahoga County Public Library, Euclid Public Library, Shaker Heights Public School System and others are members of OCLC. Outside Ohio there are over 1,500 institutional members of the network.

TO SUMMARIZE, THE NEEDS INCLUDE:

THE LIBRARY'S NEED TO PROVIDE A HIGHER LEVEL OF SERVICE TO ALL ITS USERS HERE AND, BY EXTENSION, IN OTHER LIBRARIES PARTICIPATING IN THE OCLC COMPUTERIZED LIBRARY SYSTEM.

KSU LIBRARY PATRONS' NEED FOR AN INCREASINGLY HIGHER LEVEL OF ACCESS TO, AND INFORMATION ON, LIBRARY MATERIALS, MOST OF WHICH HAVE BEEN ALREADY PURCHASED, AND ALL OF WHICH HAVE ALREADY BEEN PROCESSED, WITH STATE AND FEDERAL FUNDS.

TO SUMMARIZE, THE OBJECTIVES OF THE PROJECT INCLUDE:

RECLASSIFICATION AND CONVERSION OF VOLUMES AND TITLES IN RESPONSE TO THE NEEDS JUST DESCRIBED.

PROVISION OF MEANINGFUL EMPLOYMENT. THIS WILL ACCOMPLISH TASKS NECESSARY TO MEET THE NEEDS AND WILL PROVIDE PARTICIPANTS WITH JOB SKILLS TO USE HERE AND ELSEWHERE.

Ability to understand and operate the CRT (Cathode Ray Tube) terminal at high levels and efficiency should help participants find employment in the many institutions or businesses such as banks or hospitals now using this kind of equipment.

RESULTS AND BENEFITS EXPECTED - Library Clientele

The library currently holds about 60,000 volumes which are classified in the old Dewey Decimal classification. This classification scheme is well suited to a public library or a smaller academic library. However, it does not serve the needs of a library the size of Kent State very well, and the books still under this classification are housed separately. Local users and undergraduates must now search two sets of catalogs and seek books on the same subject in different physical locations. This causes confusion and difficulty for users and for staff helping them. More important, many valuable items may be "lost" to less sophisticated youth, who perhaps have the most serious need for information. Kent's ability to meet the needs of, and benefit from, the great community represented by the OCLC network is limited, since many of its older records are not part of the on-line data base. (A complete explanation of the OCLC system is attached as an appendix to this request.)

This project will identify, select, and train nine individuals. They will catalog, physically relabel and process 35,000 books, and convert their records to machine readable form, with the goal of making them immediately accesible. Participants will also convert older records, which now exist in "paper" form only. These will be coded and input into the OCLC data base. Objectives of the OCLC network cooperative include conservation of human effort, and resource sharing. Many of these resources are in tax-supported institutions. An OCLC goal is to meet the needs of the greatest number of potential users in a collective way.

Users of the K.S.U. libraries, those in the Portage County area as well as those across the state and nation, will have immediate access to many items now available to them only by searching several catalogs, manual and computer. If the project is approved they will have unique and original materials available for study and research.

APPROACH

The proposed program will be completed by nine Portage County rsidents. Their job titles and suggested C.E.T.A. salaries are parallel to the Ohio Civil Service rankings and salaries which would be paid to individuals, doing these jobs, if they were hired under normal circumstances in the library.[6] A formal job description for each follows the narrative. A list of titles and responsibilities is presented here:

Two Library Associates I - Project Supervision and Paraprofessional Cataloging, using OCLC (Ohio College Library Center Computerized On-Line Catalog) - Report to Director of Reclassification and Conversion Project - Comparable to Ohio Civil Service LIBRARY ASSOCIATE I, #18321, $4.97 per hour.

These technical specialists with background and/or course-work in Library Science will supervise, and be involved on a higher level with the same tasks described below for the Library Media Technical Assistant II staff. In addition, they will be responsible for cataloging varying editions, making changes in call numbers, edition statements, collations, making decisions on entries and series and other more advanced, more difficult, related tasks. These people will process materials in the "Shelf List Conversion" and "Dewey to Library of Congress" reclassification projects.

Four Reclassification and Conversion Specialists - OCLC (Ohio College Library Center Computerized On-Line Catalog) - Report to Library Associate I, supervising Reclassification and Conversion Project - Comparable to Ohio Civil Service, Library Media Technical Assistant II, #18314, $4.64 per hour.

These technical specialists with some background in library work, plus ability and experience in handling bibliographic records, are needed to provide integrated access to materials now classified in more than one scheme. Principal activities in these positions would be reclassification to the Library of Congress scheme for books still classed in Dewey, and conversion of the shelf list (inventory) from manual to machine-readable form. These projects are urgently needed by the library, the University and cooperating libraries across the U.S. who participate in resource-sharing through the "on-line catalog" of OCLC.

Three Library Assistants - Entry Level Library position. Report to Supervisor of Reclassification and Conversion Project - Comparable to Ohio Civil Service LIBRARY ASSISTANT, #18311, $4.24 per hour.

These persons are needed to provide clerical and processing support for the reclass and conversion projects. She or he will work with card files, inserting and removing cards, preparing card sets, typing subject guide cards, removing old book labels and markings, proofreeding and doing physical processing of materials.

After orientation sessions, these newly employed Portage County C.E.T.A. workers will report to their individual supervisor who will work closely with them throughout the year. At the end of the project year, the library's community will:

- have available, for study and research, several bodies of materials now owned by the University, but accessible only with difficulty.
- have immediate access, through the OCLC system, to materials now cataloged but recorded in different ways in a number of locations.

The goal of the program is to complete its work within the following time-frame:

October
- seek and select staff
- train and complete physical arrangements for project activities
- begin limited shelf list conversion
- determine areas of most intense interest to undergraduates, based on enrollment figures
- begin full program

November
- normal full operation begins; involves on-going training and upgrading of skills

January
- first evaluation session
- participants eligible for an end-of-three-month probationary period step raise in salary
- slightly less than 1/4 of work-goals met (initial slowness due to orientation)

February
- mid-point checking to determine if goals are realistic
- conference with C.E.T.A. agency staff if necessary

March
- approximately 1/2 of work goals met

April
- second evaluation session

May - Participants evaluate program

April - normal operation continues, involves on-going training and general upgrading of skills

through - target completion of all 35,000 volumes reclassified, input and physically reprocessed

September - target completion of 60,000 titles added to the on-line data base

September - Participants evaluate program and staff

- Final evaluation of participants - final report for C.E.T.A. agency prepared

PROGRAM ADMINISTRATION

A copy of the existing library organization chart is attached to this application. C.E.T.A. staff will initially report to the Directors of the "Books for Students" program, Anne Marie Allison and Louise Lariccia. They will direct participants' orientation to the University and to the Library, then will assign them to individual supervisors as indicated. The Directors will be responsible for two kinds of evaluation.

EVALUATION - C.E.T.A. Participants

The Directors will conduct informal evaluation sessions with each participant and his or her supervisor during the first months of the program and formally in January and April. This will be based on the standard "Kent State University Employee Evaluation" form, with a copy given to the participant, the supervisor and to the appropriate C.E.T.A. officer in Ravenna. This evaluation will be consistent with practice for all University employees. The Directors will also be responsible for interaction with C.E.T.A. officers throughout the year.

EVALUATION - Reclass and Conversion Program

The library recognizes it is accountable to C.E.T.A. for development of individual participants, and for the program as a whole. With this in mind, the program will be evaluated in three ways: Formative, Summative and Long Range.

The Formative Evaluation will take place in structured interview sessions

with participants and supervisors, separately and together, after the end of the third month. This will take place while the program is still "forming" and ideas, suggestions and problems can be addressed and some adjustments made in response to this input.

The Summative evaluation will take place during the final month of the program. This will be a formal questionnaire, in which participants rate training, integration into the institution and their respective units, opportunities for growth, etc. They will note strengths and weaknesses in the program.

The long range evaluation will take place when an exact duplicate of the Summative questionnaire is mailed to the participants at three and six month intervals after the project's termination. This is important because it may be that activities which seemed very valuable when participants complete training, may seem less worthwhile after finding a job. On the other hand, experiences which seemed unimportant while training, may seem highly desirable viewed from the perspective of later employment.

The reports of this follow-up will be submitted to Portage County C.E.T.A. and to the library profession through the federal government's ERIC (Educational Resources Information Center). This way, an exemplary and innovative program, developed in Portage County, may be shared with institutions and agencies on a national basis. It may aid others in planning similar programs. This feedback may also be useful to C.E.T.A. in the future.

ADMINISTRATIVE COSTS

Administration and expense for supplies will be absorbed by the University as its contribution to the program. Salaries for co-directors and for other individuals involved in training and orientation, will be the contribution of the University, through its library, to the program. Furniture and equipment, training materials and supplies, etc. will be paid for by the library.

The University Library, in conjunction with the University as a whole has an affirmative action plan coordinated through the office of Human Resource Utilization. Dr. Michele Zak is the institutional EEO officer. Bi-lingual C.E.T.A. participants would be able to fill any of the positions and might be especially beneficial in some areas of the reclassification and conversion projects.

The Library's budgetary process, like that of other units of the University, is handled through the office of the Treasurer, a Vice-President of the institution. This is subject to internal and external examination and review. A resident state auditor is assigned to the University. No direct exchange of funds to the University is requested.

SUMMARY

The staff and the institution itself meet program requirements. The University's accounting, administrative costs, equipment and supply parity rates, etc. have all been approved by other U.S. sponsored grants. The proposed program will recruit and hire C.E.T.A. enrollees through the Ohio Bureau of Employment Services. Goals include hiring veterans, minorities, females and handicapped at agency-specified percentage levels. The program is planned to begin, officially, on February 1, 1978. The project's goals can be met within program year deadlines.

Materials now in the Dewey classification will be cataloged and on the shelves, part of the major library collection; bibliographic records now in manual form only, at Kent, will be "on-line" as part of the OCLC nationwide network. This will be useful to many types of libraries, within and beyond Ohio.

C.E.T.A. support will make these benefits, and others, a reality for nine participants, for undergraduates, and for the community of users served by the KSU libraries.

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FOOTNOTES

1. This, and other relevant information on the University and its constituencies, is found, in a Report of the Institutional Planning Committee, Volume 1, issued by the University in January, 1973. This particular statistic is found on page 69.

2. This, and other facts on the rising costs of higher education, are discussed in an article called, "Tuition Tactics: as College Costs Climb, Middle-Class Families Plot Strategies to Cope." The article appeared in the Wall Street Journal, page 1, on Monday, June 19, 1978.

3. Library annual reports of additions and expenses are available for examination, upon request.

4. This information may be verified in the Bowker Annual of Library and Book Trade Information, 22nd edition, 1977, 1180 Avenue of the Americas, New York, N. Y., 10036. This book, published each year, is considered the "bible" of the book trade. Figures are derived from Bowker's Publisher's Weekly, which keeps librarians, publishers and book dealers up to date.

5. This information may be verified in the Summer 1977, issue of Library Resources and Technical Services, an official journal published by the American Library Association, 50 East Huron Street, Chicago, Illinois.

6. It is understood that Kent State University will fund any differential between the actual salary and fringe benefits and the CETA limit for salary and fringe benefits.

APPENDIX IV

Job Descriptions for CETA proposal, June, 1978

AGENCY NAME: KENT STATE UNIVERSITY

PHONE NUMBER: 672-3021

CETA TITLE/POSITION: LIBRARY ASSOCIATE
Two Needed

WAGE: $4.97 per hour

SUPERVISOR: A. M. ALLISON

JOB SLOT NUMBER:

HOURS: 12:00 to 9:00 pm Tues. - Fri.
9:00 to 6:00 pm Saturday
(if necessary, normal 8-5 office hours, Monday through Friday

INTERVIEWER:

QUALIFICATIONS:

B. A. Degree and/or knowledge of Library Science or equivalent. Skill in or ability to learn operation of cathode ray tube computer terminal. Ability to gather, collate and classify information. Ability to define problems, verify facts and draw valid conclusions. Ability to maintain accurate records.

DUTIES:

This person will perform on and off-line technical tasks associated with cataloging and classification of materials for which Library of Congress cataloging, or cataloging from an accepted participating OCLC library, is available. He or she will be responsible for cataloging varying editions, making changes in call numbers, edition statements, collations, making decisions on entries and series and other more advanced, more difficult, related tasks. She or he will supervise others in the reclassification project. These people will process materials in the "Shelf List Conversion" and "Dewey to Library of Congress" reclassification projects. She or he will be expected to share in other appropriate related duties.

AGENCY NAME: KENT STATE UNIVERSITY

PHONE NUMBER: 672-3021

CETA TITLE/POSITION: LIBRARY MEDIA TECHNICAL ASSISTANT (Four needed)

WAGE: $4.64 per hour

SUPERVISOR: A. M. ALLISON

JOB SLOT NUMBER:

HOURS: 12:00 to 9:00 pm Tues - Fri.
9:00 to 6:00 pm Saturday
(if necessary, normal 8-5 office hours, Monday through Friday

INTERVIEWER:

QUALIFICATIONS:

Some college desirable. Knowledge of library and/or office practices and procedures. Akill in or ability to learn use of cathode ray tube computer terminal. Ability to apply principles to solve problems, gather, collate and classify information.

DUTIES:

This person will work with the reclassification (from Dewey to Library of Congress Classification) and shelf list conversion (from manual library records to machine readable form). She or he will be expected to perform accurate input on computer terminals, for up to six hours per eight hour working sessions, and to assist in other high level, library clerical and technical work related to the projects. She or he will be expected to share in other appropriate related duties, such as proofreading and revisions.

AGENCY NAME: KENT STATE UNIVERSITY

PHONE NUMBER: 672-3021

CETA TITLE/POSITION: LIBRARY ASSISTANT
THREE NEEDED

WAGE: $4.24 per hour

SUPERVISOR: A. M. ALLISON

JOB SLOT NUMBER:

HOURS: 12:00 to 9:00 pm - Tues. - Fri.
9:00 to 6:00 pm - Saturday
(if necessary, normal 8-5 office hours, Monday through Friday)

INTERVIEWER:

QUALIFICATIONS:

High School graduate or equivalent. Ability to learn library procedures, to arrange items in numerical and alphabetical order, check pairs of items that are similar or dissimilar, sort items to work cooperatively as a part of a team, demonstrate physical fitness. Typing desirable.

DUTIES:

This person will provide clerical and processing support for the Reclassification and Conversion projects. She or he will work with card files, inserting and removing cards, preparing card sets, typing subject guide cards, removing old labels and markings and doing physical processing of materials going through reclassification, handling books and other library materials. May do some work on the cathode ray tube terminal. She or he will be expected to share in other appropriate related duties.